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1967

SELF EVALUATIVE CRITERIA

FOR IOWA SCHOOLS

3-1340

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50309

SELF-EVALUATIVE CRITERIA
FOR
IOWA SCHOOLS

September 1967

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines 50309

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I. Philosophy and Objectives

Each school needs to have a statement of philosophy before attempting an outline of objectives. The objectives describe how the school proposes to realize the stated philosophy.

The objectives should be realistic in terms of probable achievement since each school is judged on how consistent objectives appear to be as viewed after examination of subject evaluation, local provision for offerings, services, staff, and facilities.

A suggested pattern for school evaluation could be based upon the following outline:

A. Philosophy

B. Objectives, e.g.:

1. The program, services, and activities of the school are geared to the needs and characteristics of the students and community to the extent that community resources permit.
2. Provisions for the college bound and vocationally inclined students are given equal consideration.
3. Instructional programs and practices are designed to make provision for students of varying abilities and learning rates.
4. Other

II. School and Community

Any evaluation of a school is based in considerable measure on the extent to which the needs of students enrolled are met. This involves consideration of the dropout rate, stability of school enrollments, age-grade distribution, and community characteristics. Surveys of the community and student body will be pertinent in describing and identifying needs and opportunities.

The objective in such an analysis is to provide as complete a description of the student body, the community and communities served, the opportunities for youth, and the hopes of friends and parents that available information can provide. Each school should develop in the best possible form, the information (statistical and descriptive) secured.

A. Basic Data Regarding Student

1. Enrolled pupils and graduates
2. Age-grade distribution
3. Mental ability
4. Stability (per cent completing high school)

5. Withdrawals (reasons for leaving)
6. Educational intentions
7. Occupational intentions
8. Follow-up graduates

B. Basic Data Regarding Community

1. Population trends
2. Occupational status of adults
3. Educational status of adults
4. Financial resources--public schools
5. Financial resources--non-public schools
6. Rural pupils
7. Composition of community (socio-economic)

C. Evaluation Profile

The philosophy underlying the profile plan views school improvement as a continuous program in which the faculty establishes the goals for itself and then functions cooperatively to realize these goals in progressive steps.

In self-evaluation it is assumed that the entire professional staff will be divided into committees to study and identify the adequacy of the programs and facilities to satisfy all pupil needs. This can be achieved by rating each level of activity.

The ratings given are not to be interpreted as the rating of the school, but rather as a device for identifying those areas where further effort and study are needed. The faculty committees are in excellent position to make meaningful judgments on the provisions and progress that have been made.

The following system will be used to complete the appropriate ratings in the spaces provided before the item:

Rating

- (5) Extensive provisions have been made and very good progress realized.
- (4) Provisions are less than needed, or progress is less evident than anticipated.
- (3) Progress is evident, but the need for further effort and study is recognized.
- (2) Inadequate provision has been made or evidence of continuing progress is lacking.
- (1) Progress and provisions are quite limited or missing.

If rating does not apply indicate with an "NA" (not applicable).

D. Rating Sheet

- ☐ 1. To help students develop a pride in the ideals of our democratic government, and to become well-informed and sensitive citizens who participate in solving social, economic, and political problems at all levels.
- ☐ 2. To develop in students a respect for the dignity of each individual regardless of race, religion, socio-economic status, or mental ability so as to live democratically with their fellowmen.
- ☐ 3. To acquire and develop the idea of self-discipline and self-motivation in students so they will grow increasingly in good judgment and intelligent action in all areas of life.
- ☐ 4. To help students to develop and maintain good mental and physical health by learning to control their emotions and general conduct, thereby developing a more complete and better-rounded personality.
- ☐ 5. To provide assistance for students in making educational and vocational decisions in keeping with their interests, aptitudes, and abilities.
- ☐ 6. To help the students acquire and improve their ability to read, to write, to speak, and to listen more effectively and enjoyably.
- ☐ 7. To improve the cultural background of students by the selection and enjoyment of good literature, plays, shows, music, and art.
- ☐ 8. To meet the emotional needs of all youth through programs that are challenging and rewarding without becoming involved in too much competitive pressure.
- ☐ 9. To promote an understanding in the student, a wholesome attitude toward his peers, and an appreciation of family living, all based on ethical and moral values.

III. Administration and Staff

A. Board of Education

- ☐ 1. The school board, through its secretary, keeps complete and accurate records of all its proceedings.
- ☐ 2. The school board meets regularly using a written agenda.
- ☐ 3. The school board acts as a "committee of the whole." Special committees are developed for special projects. On completion of the assignment the committee is dissolved.
- ☐ 4. The school board formulates written policies for operation of the school program. Policies are kept under continuous revision.
- ☐ 5. The school board delegates to the professional staff full authority for executing its policies.
- ☐ 6. The school board elects all personnel only on recommendation of the chief administrator.
- ☐ 7. The school board upon recommendation of its administrator invites key instructional personnel to report on their activities.
- ☐ 8. Long-range planning by the board takes into consideration the Policy Statement, 1963, (Future Goals for Public Schools in Iowa) formulated by the State Board of Public Instruction.
- ☐ 9. Long-range planning by the board indicates the need for additional administrative personnel to carry out assignments.
- ☐ 10. The board of education's long-range planning calls for a schedule on building needs, curriculum improvements, and attention to other areas of the school program.
- ☐ 11. School board members hold membership in state and national organizations.

B. Administrative Organization

- ☐ 1. Bulletins, memoranda, verbal follow-up, and other means of communication are used to keep administrative and staff channels open.
- ☐ 2. The school program, goals, and needs are interpreted continuously to the public through news media, TV, radio, and school publications.

- ☐ 3. Sufficient consultative (supervisory) personnel is provided at the intermediate and local level to furnish leadership and help to the teachers.
- ☐ 4. Principals and supervisors, in making periodic reports to the superintendent, recommend the selection, dismissal, assignment, and promotion of teachers.
- ☐ 5. Administrative procedures call for a series of carefully planned meetings with principals aimed at continued improvement in instruction.
- ☐ 6. The superintendent makes and utilizes an annual report evaluating the present school year's operation and making recommendations for the next.
- ☐ 7. District policy calls for scheduled parent-teacher conferences in all grades on a basis of two meetings a year.
- ☐ 8. An inservice program involving all teachers is in continuous operation.
- ☐ 9. Full-time secondary faculty members have a preparation period daily.

C. Business Management

- ☐ 1. District business operations are carried on efficiently by a central office.
- ☐ 2. The detailed budget is based upon the educational plan of the district. It is kept on forms developed by the Department of Public Instruction.
- ☐ 3. Budget control is maintained through the use of data processing, a card system, or other methods of determining financial balances.
- ☐ 4. Teacher personnel folders are complete, i.e., certificate, transcript, and approval statement.
- ☐ 5. Pupil accounting records reflect sound procedures in maintaining cumulative and permanent folders.
- ☐ 6. Activity fund accounting is kept on forms developed by the Department of Public Instruction.
- ☐ 7. Property accounting is kept on forms developed by the Department of Public Instruction.
- ☐ 8. All requisition and purchase order forms are filed with the central business office.

- ☐ 9. Bids are taken on large orders purchased and no partiality is shown in placing orders.
- ☐ 10. An annual audit of school funds is performed by a CPA or state auditor in accordance with state law.

D. Personnel Administration

- ☐ 1. Continuity of staff tenure is necessary to carry out an effective school program. In any three-year span, staff turnover averages less than twenty per cent.
- ☐ 2. Teachers have a role in development of personnel policies.
- ☐ 3. Clerical assistance is provided the teachers and administrative staff.
- ☐ 4. A salary schedule is in effect based on preparation, experience, and quality of instruction.
- ☐ 5. Retirement, leave, insurance, and other benefits encourage the retention of a competent staff.

E. Professional Staff Qualifications

- ☐ 1. All professional employees hold registered certificates with proper endorsements. Certificates are valid for the areas in which teachers serve.
- ☐ 2. Professional employees indicate a desire to improve through classroom study, professional reading, travel, and continued preparation.
- ☐ 3. Staff members hold membership in national, state, and local associations.
- ☐ 4. Teachers strive for improvement in their teaching effectiveness.
- ☐ 5. Teachers are encouraged to increase competency by attendance at state and national meetings. Payment of substitute teachers and travel expense is assumed by the board.
- ☐ 6. Staff members willingly share in established extra-class responsibilities of educational value.
- ☐ 7. There is an on-going attempt by teachers to gain a full understanding of the needs and problems of pupils.

- [illegible]

Local Evaluating Committee

IV. Educational Program

A. Explanation of Subject Requirements Called for in Code of Iowa, Chapter 257

1. Art may be included as one of the two required areas in fine arts, grades nine through twelve. Art shall be provided as an offering in grades kindergarten through eight.
2. Each high school, grades nine through twelve, shall teach five units of practical arts. Subjects in this area may include business education (including commercial type-writing), industrial arts, homemaking, agriculture, distributive education, and health occupations.
3. Four units of English, including language arts, shall be taught. Reading shall be taught in grades seven and eight.
4. Two units of one foreign language shall be taught annually.
5. The following areas shall be taught in the elementary school, grades one through six: health and physical education, including the effects of alcohol, narcotics, and poisons on the human body.
6. Each four year high school shall teach four units of a sequential program in mathematics and one unit of general mathematics, or a total of five units.
7. Music may be one of the two required courses in the fine arts area, grades nine through twelve.
8. In grades nine through twelve, one unit of physical education with one-eighth unit each semester shall be required of each student.
9. Four units of science shall be taught annually. Physics and chemistry may be alternated when an additional unit of science is taught.
10. Each high school, grades nine through twelve, shall teach annually four units of social studies including one-half unit of American government, American history, and economics.
11. Every public school district shall offer and make available to all students residing in the school district an approved course in driver education.
12. Special education shall be taught in the junior high and senior high schools.
13. Program offerings in grades kindergarten through eight, satisfy legal requirements of Chapter 257.

14. Library--Each junior or senior high school shall employ a qualified librarian. Schools with an enrollment of five hundred or more pupils shall employ a librarian who shall devote full time to library services. Schools with an enrollment of less than two hundred pupils shall employ a part-time librarian who shall devote one-third of the school day to library services.
15. Guidance--Guidance and counseling services are under the direction of an approved guidance counselor(s). There shall be one guidance counselor per three hundred pupils or major fraction thereof, grades nine through twelve, or grades seven through twelve where an organized junior high school(s) is present.

B. Program of Studies

Art
Business Education
Distributive Education
Vocational Office Education
English--Language Arts
Foreign Language
Health Education
Home Economics
Industrial Arts
Mathematics
Music
Physical Education
Science
Social Studies
Driver Education
Special Education
Vocational Agricultural Education
Vocational Preparatory Trades and Industrial Education
Vocational Part-time Cooperative Industrial Education

Art

Course Title	Grade Level	Enrollment	Sections

- | | | |
|----------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 1. The art curriculum is broad and varied enough so that every student has an opportunity to participate. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 2. The organization of the art curriculum provides for the exploration into a wide variety of techniques. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 3. The size of the art classes is conducive to individualization of instruction. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 4. There is a balance of theory and actual work in the art courses. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 5. There is adequate storage space for student work as well as art material that will be used in class. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 6. There are adequate washing facilities and they are placed in locations easily accessible to the students' work area. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 7. The lighting, heating, ventilation, and color dynamics of the classrooms meet all requirements. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 8. There is provision in the school budget to adequately replace and secure the proper equipment and materials for the art program. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 9. The work space allotment for each student is sufficient to permit student work to proceed without undue hindrance. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 10. The art instructors are members of and actively support their respective professional organizations. |

Art (continued)

Comments

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Local Evaluating Committee

Business Education

Course Title	Grade Level	Enrollment	Sections

- ☐ 1. Vocational business education is available to all students who need and can profit by it.
- ☐ 2. The business education department does work originating outside the department only when such work contributes to instruction.
- ☐ 3. Class size is determined by factors such as type of instruction and available work areas.
- ☐ 4. Provision is made for helping in the placement of graduates.
- ☐ 5. Content of basic business courses is determined by study and analysis of the everyday business and economic needs of students and the community.
- ☐ 6. Preparation for stenographic positions is offered.
- ☐ 7. Preparation for positions involving bookkeeping is offered.
- ☐ 8. Preparation for general clerical occupations is offered.
- ☐ 9. Business education emphasizes the development of personal and social competencies necessary for successful employment.
- ☐ 10. Business education provides, in addition to terminal training, a basis for further education beyond the secondary school.
- ☐ 11. Practice is provided in locating, applying for, and being interviewed for prospective employment.
- ☐ 12. Consideration is given to the coordination of business education courses between the junior high school and the senior high school, and between the senior high school and post-high school institutions.
- ☐ 13. Each member of the business education staff has major preparation in content for the area courses he teaches.

Business Education (continued)

Comments

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Local Evaluating Committee

Distributive Education

Course Title	Grade Level	Enrollment	Sections

- ☐ 1. The distributive education program conforms to the State Plan for Vocational Education and to the Distributive Education Policy Bulletin.
- ☐ 2. The program instruction is based upon the findings of surveys of employment opportunities in marketing and distribution in the area served by the school.
- ☐ 3. Classroom instruction is correlated with the training the student receives on the job.
- ☐ 4. The student receives credit for both the classroom instruction and the supervised job experience.
- ☐ 5. Each student has a career objective of which his present program is an integral part.
- ☐ 6. An organized advisory committee advises the teacher-coordinator in matters important to the success of the program.
- ☐ 7. The teacher-coordinator visits each training station at least once every two weeks and assists the student in learning on the job.
- ☐ 8. The teacher-coordinator provides the student with an opportunity to study materials which relate to his individual career objective.
- ☐ 9. Provisions are made for local businessmen and women to have a part in instruction.
- ☐ 10. Students are encouraged to participate in club activities.
- ☐ 11. The teacher-coordinator has an office adjacent to the distributive education classroom.
- ☐ 12. Sufficient classroom space is available for the learning experiences.
- ☐ 13. Adequate space is available for the storage of display equipment.

Distributive Education (continued)

- () 14. The classroom is located near an entrance of the school for easy transporting of materials and for use by adult classes.
- () 15. Display space is available so that an opportunity may be provided for the students to obtain actual experience in building displays.
16. The following equipment is available to the coordinator and easily accessible:

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- a. Tackboard
b. Chalkboard
c. Overhead projector
d. Recording unit
e. Bookcase
f. Magazine rack
g. Display counter
h. Display case
i. Typewriter
j. Telephone
k. Sign machine
l. Files for industrial instruction materials

17. The curriculum includes:

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()

- a. Economics of distribution
b. Display and advertising
c. Business organization
d. Buying, selling, pricing
e. Marketing, retailing, wholesaling
f. Store location and layout
g. Credit, capital, structure, and records
h. Human relations

Comments

Local Evaluating Committee

Vocational Office Education

Course Title	Grade Level	Enrollment	Sections

- ☐ 1. The vocational office education program conforms to the State Plan for Vocational Education and to the Vocational Office Education Policy Bulletin.
- ☐ 2. The program instruction is based on the findings of surveys of employment opportunities in the office occupations area.
- ☐ 3. Classroom instruction is correlated with the training the student receives on the job.
- ☐ 4. The student receives credit for both the classroom instruction and the supervised job experience.
- ☐ 5. Each student has a career objective of which his present program is an integral part.
- ☐ 6. The teacher-coordinator provides the student with an opportunity to study materials which relate to his individual career objective.
- ☐ 7. An organized advisory committee advises the teacher-coordinator in matters which are important to the success of the program.
- ☐ 8. Sufficient classroom space is available for the learning experiences to be conducted.
- ☐ 9. The teacher-coordinator visits each training station at least once every two weeks and assists the student in learning on the job.
- ☐ 10. Provisions are made for local businessmen and women to have a part in instruction.
- ☐ 11. Students are encouraged to participate in club activities.
- ☐ 12. The teacher-coordinator has an office adjacent to the office education classroom.
- ☐ 13. The equipment the students use in the classroom is comparable to equipment presently used in modern offices.
- ☐ 14. Adequate lighting is provided.

Vocational Office Education (continued)

- () 15. Chairs are designed to encourage correct posture.
- () 16. Washing facilities are readily available.
- () 17. Storage facilities are provided for instruction materials and supplies.
- () 18. The following equipment is available to the coordinator and easily accessible:
- () a. Chalkboard
 - () b. Overhead projector
 - () c. Tape recorder
 - () d. Bookcase
 - () e. Magazine rack
 - () f. Voice transcription equipment
 - () g. Telephone
 - () h. Adding machines and calculators
 - () i. Bulletin board
 - () j. Duplicating equipment
- () 19. The curriculum includes:
- () a. Record keeping
 - () b. Typewriting
 - () c. Shorthand (for stenographic students)
 - () d. Business organization
 - () e. Use of computing office machines
 - () f. Human relations
 - () g. Duplicating procedures and machines
 - () h. Use of voice transcription equipment

Comments

Local Evaluating Committee

English--Language Arts

Course Title	Grade Level	Enrollment	Sections

- | | |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 1. An English--language arts course of study has been locally developed or revised for grades kindergarten through twelve during the last five years. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 2. The total English--language arts program is <u>flexible</u> enough to provide for individual differences, <u>focused</u> enough to prevent unnecessary repetition of instruction, and <u>fluid</u> enough to move smoothly and logically from one grade level to another. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 3. Opportunity is provided for teachers to exchange ideas and plan together, both horizontally and vertically. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 4. Offerings in English--language arts are numerous enough to meet the needs, interests, and capabilities of all students, and different materials and methods are used in various offerings. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 5. The English classroom teachers utilize the services of the guidance counselors to adapt instruction to the needs and abilities of pupils. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 6. Teachers assume responsibility for keeping abreast of pertinent research and pilot programs by regularly reading professional literature and by attending professional meetings. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 7. Learning experiences are varied and planned to meet the needs, interests, and capabilities of the students, and to encourage independent and critical thinking, exploration, and creativity. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 8. Assignments, objectives, and methods of evaluation are thoroughly explained before work begins. |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 9. Time is allotted, according to the needs of the students, for activities in each of the communication skills: reading, writing, speaking, and listening. |

English--Language Arts (continued)

- | | | | |
|--------------------------|--------|-----|--------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 10. | Minimum attention is paid to isolated drill work |
| <input type="checkbox"/> | Jr. H. | | in grammar, mechanics, spelling, and vocabulary; |
| <input type="checkbox"/> | Sr. H. | | maximum attention is paid to individual practice. |
| <input type="checkbox"/> | Elem. | 11. | Opportunity is provided for many types of speaking |
| <input type="checkbox"/> | Jr. H. | | experiences--moving from such activities as "show- |
| <input type="checkbox"/> | Sr. H. | | and-tell" and creative dramatics on the elementary |
| | | | level to panel discussions, symposiums, speeches, |
| | | | and interpretative reading on the secondary level. |
| <input type="checkbox"/> | Elem. | 12. | Opportunity is provided for practice in writing |
| <input type="checkbox"/> | Jr. H. | | all forms of discourse: narrative, descriptive, |
| <input type="checkbox"/> | Sr. H. | | expository, argumentative, and persuasive; acti- |
| | | | vities become gradually but increasingly more |
| | | | demanding. |
| <input type="checkbox"/> | Elem. | 13. | Students are guided to establish criteria for |
| <input type="checkbox"/> | Jr. H. | | evaluation of their efforts, and not only teacher |
| <input type="checkbox"/> | Sr. H. | | evaluations, but peer, and self-evaluations are |
| | | | accepted procedure. |
| <input type="checkbox"/> | Elem. | 14. | Opportunities are provided for many types of |
| <input type="checkbox"/> | Jr. H. | | listening experiences, e.g., to gain informa- |
| <input type="checkbox"/> | Sr. H. | | tion, to analyze a point of view, to identify |
| | | | key ideas, to receive enjoyment. |
| <input type="checkbox"/> | Elem. | 15. | Reading skills are taught and reinforced through- |
| <input type="checkbox"/> | Jr. H. | | out the entire program. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 16. | Many types of reading materials are used, e.g., |
| <input type="checkbox"/> | Jr. H. | | textbooks from other courses, magazines, news- |
| <input type="checkbox"/> | Sr. H. | | papers, fiction and non-fiction paperbacks. |
| <input type="checkbox"/> | Elem. | 17. | All types of literature--poetry, fiction, |
| <input type="checkbox"/> | Jr. H. | | biography, essay, fable, myths, etc.--are |
| <input type="checkbox"/> | Sr. H. | | included in the total program. |
| <input type="checkbox"/> | Elem. | 18. | Some selections are read in common, but individualized |
| <input type="checkbox"/> | Jr. H. | | reading is accepted practice. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 19. | Writing experiences are carefully planned to correlate |
| <input type="checkbox"/> | Jr. H. | | with literature and language. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 20. | Student papers are used to identify needs in |
| <input type="checkbox"/> | Jr. H. | | grammar, punctuation, capitalization, spelling, |
| <input type="checkbox"/> | Sr. H. | | and vocabulary. |
| <input type="checkbox"/> | Elem. | 21. | Clarity, variety, and worthiness of content are |
| <input type="checkbox"/> | Jr. H. | | stressed throughout the total program. |
| <input type="checkbox"/> | Sr. H. | | |

English--Language Arts (continued)

Foreign Language

Course Title	Grade Level	Enrollment	Sections

- | | | | |
|-----|--------|-----|---------------------------------------------------|
| () | Jr. H. | 1. | Foreign language offerings are available to all |
| () | Sr. H. | | students interested in foreign language. |
| () | Jr. H. | 2. | A three or more year sequence in foreign language |
| () | Sr. H. | | is available for students desiring it. |
| () | Jr. H. | 3. | If a program is available in the elementary |
| () | Sr. H. | | school, allowance is made so that it can be |
| | | | continued in the secondary school. |
| () | Jr. H. | 4. | Provision is made for the development of and |
| () | Sr. H. | | ability to understand and speak the language. |
| () | Jr. H. | 5. | Provision is made for the development of ability |
| () | Sr. H. | | to read and write a language. |
| () | Jr. H. | 6. | Staff members are teaching in their major areas |
| () | Sr. H. | | of preparation. |
| () | Jr. H. | 7. | Adequate preparation and planning is made for |
| () | Sr. H. | | each class. |
| () | Jr. H. | 8. | Instruction is adapted to the needs of individual |
| () | Sr. H. | | students. |
| () | Jr. H. | 9. | Audiovisual materials are effectively used in |
| () | Sr. H. | | the classroom and a variety of instructional |
| | | | materials are provided. |
| () | Jr. H. | 10. | The language curriculum is periodically evaluated |
| () | Sr. H. | | and revised. |
| () | Jr. H. | 11. | Continuing enrollments reflect good carry-over |
| () | Sr. H. | | and holding power. |

Comments

Local Evaluating Committee

Health Education

Course Title	Grade Level	Enrollment	Sections

- () Elem. 1. Staff members who have responsibility for health
() Jr. H. education have had preparation in the biological
() Sr. H. sciences, e.g., bacteriology, anatomy, physiology,
biology.
- () Elem. 2. Elementary health instruction should consist of
a planned sequential series of experiences in
health education at each grade level.
- () Jr. H. 3. At the junior-senior high level, the equivalent
() Sr. H. of two semesters of health is taught.
- () Jr. H. 4. Credit in health and physical education is given
() Sr. H. and required for graduation.
- () Elem. 5. The scope and sequence of the curriculum, grades
() Jr. H. kindergarten through twelve, should be planned
() Sr. H. and organized so as to avoid unnecessary repeti-
tion or omissions in content.
- () Elem. 6. Curriculum plans and instructional materials are
() Jr. H. reviewed frequently to insure incorporation of
() Sr. H. new knowledge and techniques concerning health
and health education.

Comments

Local Evaluating Committee

Home Economics

Course Title	Grade Level			Enrollment				Sections		
	Girls	Boys	Adults	9	10	11	12	1	2	3

Home Economics is designed for persons who have entered upon or who are preparing to enter upon useful employment in the home, usually referred to as (a) homemaking or (b) gainful employment in an occupation involving knowledge and skills of home economics' subjects.

a. Homemaking means education which provides instruction which will enable families to improve their family life through more effective development and utilization of human resources.

b. Home Economics directed toward gainful employment provides instruction that qualifies individuals to engage in occupations involving knowledge and skills in home economics' subject matter areas. (Included are such occupations as those which provide services to families in the home and similar services to other in group situations; those which provide assistance to professional home economics and professionals in fields related to home economics in business, agencies, and organizations; and other occupations directly related to one or more home economics subject matter areas.)

() Jr. H. 1. A sequential series of homemaking courses (seven
() Sr. H. to twelve) is taught to provide for most aspects of home and family living as needed in the community to carry out the objectives of the course and the school. Comprehensive courses including all areas of home economics, specialized semester courses providing for study in depth for a subject matter area, nonprerequisite courses for seniors in family life education, and orientation to the world of work are included in the course offerings.

() Jr. H. 2. The learning experiences (activities) are planned
() Sr. H. to help students develop and utilize human and material resources now and in the future. Special emphasis is given to the areas of management and relationship to prepare homemakers for assuming a dual role of wage-earning and homemaking.

() Jr. H. 3. Homemaking classes (of ten or more students) are
() Sr. H. scheduled so that they are available to all students--college-bound and non-academic, boys and girls, and adults.

() Jr. H. 4. The program is reviewed periodically and changes
() Sr. H. are made to adapt to the needs of present home and family living, for a professional career in home economics, and/or for occupational training using home economics knowledge and skills.

Home Economics (continued)

- | | | | |
|--------------------------|--------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Jr. H. | 5. | Home experiences and visitation, cooperative planning with home and community members, as well as released time for individual and group conferences will be arranged to provide for individual differences, individual recognition, and a greater cooperation among home, school, and community. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 6. | Sufficient space is provided to house safe, sanitary, efficient, and attractive facilities that meet the requirements of the curriculum and the standards of the community. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 7. | An adequate homemaking library is available in the department to provide a variety of quality instructional materials in all subject matter areas of homemaking for each level taught. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 8. | Regular evaluation in terms of program objectives is an integral part of the program to measure pupil growth. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 9. | The homemaking budget provides for adequate supplies, library, repair and replacement of equipment and facilities. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 10. | The homemaking teacher is expected to meet qualification for approval, to be teaching in her major field, to continue working on professional improvement, and to carry out an instructional program of high quality. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 11. | A chapter of the Future Homemakers of America is an integral part of the program and provides special opportunities for members to develop leadership and citizenship at home and in the community. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 12. | Opportunities for (a) training and occupational competence, (b) grooming, (c) human relations, and (d) homemaking skills are provided for students with special needs. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 13. | An adult education program is provided to enrich the lives of adults and out-of-school youth by improving the quality of family living and/or training for employment in occupations related to homemaking. |
| <input type="checkbox"/> | Sr. H. | | |

Industrial Arts

Course Title	Grade Level	Enrollment	Sections

- | | | |
|-----|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| () | Elem. | 1. The industrial arts program provides broad educational experiences in <u>modern industrial</u> materials, processes, and methods. This includes manufacturing and service industries. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 2. The industrial arts department's budget is sufficient to adequately carry out a complete program. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 3. There is a sequential series of courses ranging from grade seven through twelve. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 4. The nature of all courses is such that each student may develop understanding, knowledge, and skills concerning modern industry, commensurate with his ability. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 5. The location of the industrial arts shop is in harmony with the rest of the school plant and curriculum. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 6. There are sufficient outside entrances which will provide for easy access to supplies, equipment, and projects. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 7. An average of one hundred and fifty square feet of floor space is provided for each student. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 8. The shop area is well-lighted with no glare or shadow. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 9. There are adequate exhaust facilities to eliminate all dust, fumes, and gases. |
| () | Jr. H. | |
| () | Sr. H. | |
| () | Elem. | 10. Proper fire prevention measures are in force, such as fire extinguishers of proper size and type, fire blankets, fireproof storage or combustible materials, and fire exits that are kept clear. |
| () | Jr. H. | |
| () | Sr. H. | |

Industrial Arts (continued)

- | | | | |
|-----|--------|-----|----------------------------------------------------|
| () | Elem. | 11. | The layout of the shop area is such that the |
| () | Jr. H. | | instructor has constant surveillance of the entire |
| () | Sr. H. | | shop stations at all times. |
| | | | |
| () | Elem. | 12. | Washing facilities are adequate in size and lo- |
| () | Jr. H. | | cated to facilitate the smooth flow of classes. |
| () | Sr. H. | | |
| | | | |
| () | Elem. | 13. | Proper safety precautions are enforced at all |
| () | Jr. H. | | times such as guards on machines, adequate floor |
| () | Sr. H. | | space for each work area, safety glasses, elec- |
| | | | trical switches easily accessible, and students |
| | | | know all emergency procedures. |
| | | | |
| () | Elem. | 14. | The industrial arts program is reviewed yearly |
| () | Jr. H. | | and appropriate changes made when it is determined |
| () | Sr. H. | | that these will improve the total program. |
| | | | |
| () | Elem. | 15. | The instructor has upgraded himself by working in |
| () | Jr. H. | | industry. He is pursuing or has completed advanced |
| () | Sr. H. | | work in industrial arts. |

Comments

Local Evaluating Committee

Mathematics

Course Title	Grade Level	Enrollment	Sections

- | | | |
|--------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Mathematics courses are offered and taught which meet the needs and abilities of all students. Offerings develop mathematical understanding and appreciation needed by all students. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Courses are available for students with special aptitudes in mathematics. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. A variety of instructional materials is provided and <u>used</u> in the classroom. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. The staff members are teaching only in their major areas of preparation. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Reference materials reflect contemporary views in mathematics. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Evaluation results are used in diagnosing student difficulties, and utilized for making changes in the course of study. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. The course of study is revised periodically. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Assignments, objectives, and methods of evaluation are thoroughly explained before work begins. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Student papers are used to identify needs in the various mathematics skills. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Mathematics (continued)

Comments

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Local Evaluating Committee

Music

Course Title	Grade Level	Enrollment	Sections

- | | | | |
|-----|--------|-----|----------------------------------------------------|
| () | Elem. | 1. | The school curriculum schedule is arranged in such |
| () | Jr. H. | | a manner that all students are able to participate |
| () | Sr. H. | | in some phase of the music education program. |
| () | Elem. | 2. | The music program is stimulating and provides |
| () | Jr. H. | | challenge to gifted students. |
| () | Sr. H. | | |
| () | Elem. | 3. | The physical location of the music facilities |
| () | Jr. H. | | is such as not to interfere with academic |
| () | Sr. H. | | departments. |
| () | Elem. | 4. | The music instruction rooms are properly treated |
| () | Jr. H. | | for accoustical control. |
| () | Sr. H. | | |
| () | Elem. | 5. | The music department has adequate storage for |
| () | Jr. H. | | equipment. |
| () | Sr. H. | | |
| () | Elem. | 6. | Provisions have been made in the school budget |
| () | Jr. H. | | for the replacement and repair of equipment. |
| () | Sr. H. | | |
| () | Elem. | 7. | The music program is evaluated yearly and changes |
| () | Jr. H. | | are made where there is an indication that the |
| () | Sr. H. | | program can be improved. |
| () | Elem. | 8. | The teacher uses a variety of teaching aids in |
| () | Jr. H. | | presenting the instructional material to the |
| () | Sr. H. | | students. |
| () | Elem. | 9. | The music department rooms have adequate ventila- |
| () | Jr. H. | | tion, lighting, balanced color dynamics, and |
| () | Sr. H. | | electrical outlets for the use of instructional |
| | | | equipment. |
| () | Elem. | 10. | The music curriculum is designed so that student |
| () | Jr. H. | | skills, understanding, appreciation, and knowledge |
| () | Sr. H. | | are extended and developed to a finer degree each |
| | | | year that the student receives instruction. |

Music (continued)

Comments

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Local Evaluating Committee

Physical Education

Course Title	Grade Level	Enrollment	Sections

- | | | |
|----------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 1. Physical education courses are required of all pupils at each grade level except those excused for medical reasons. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 2. Corrective physical education is provided for those pupils who because of health reasons cannot participate in regular classes. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 3. Scheduling of classes at the secondary level is on the basis of grade level, special needs, abilities, and capabilities. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 4. The elementary school program includes group games, relays, rhythms, creative activities, aquatics, stunts, tumbling, gymnastics, motor skills, and physical fitness exercises. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 5. The secondary program (grades seven through twelve) includes rhythms, aquatics, gymnastics, stunts, tumbling, individual and team sports, team games, conditioning exercises, and co-educational activities. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 6. Elementary classroom and physical education teachers have the assistance of supervisory or resource persons who are qualified by education and experience to provide professional leadership and guidance. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 7. Qualified women physical education teachers are employed to teach the program for girls in the junior and senior high school. |
| <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Elem.
Jr. H.
Sr. H. | 8. Health examinations are a prerequisite for participation in all vigorous activity. |

[illegible]

Science

Course Title	Grade Level	Enrollment	Sections

Description:

The science program should be broad enough to meet the needs of all students. The classroom instruction should place importance on the understanding of major principles, their discovery and application. Enough laboratory experiences should be provided so that the student develops a competence in laboratory procedures involving investigation and experimentation.

- | | | |
|--------------------------|--------|-------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. An articulated program is offered from grades |
| <input type="checkbox"/> | Jr. H. | kindergarten through twelve. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Individual student needs are being met through |
| <input type="checkbox"/> | Jr. H. | proper sectioning and course offerings. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Non-college bound students have the opportunity |
| <input type="checkbox"/> | Jr. H. | to take laboratory courses that are on a practical |
| <input type="checkbox"/> | Sr. H. | level. |
| <input type="checkbox"/> | Elem. | 4. Advanced standing classes are available for the |
| <input type="checkbox"/> | Jr. H. | gifted students. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Laboratory facilities and equipment are adequate |
| <input type="checkbox"/> | Jr. H. | for individual and group instruction. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Complete reference library materials are available |
| <input type="checkbox"/> | Jr. H. | for each science discipline. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. The instructor has enough released time to pro- |
| <input type="checkbox"/> | Jr. H. | vide individual help for the student and to make |
| <input type="checkbox"/> | Sr. H. | laboratory preparations. |
| <input type="checkbox"/> | Elem. | 8. Class size is controlled by the type of course |
| <input type="checkbox"/> | Jr. H. | and available facilities. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Students have the opportunity to use laboratory |
| <input type="checkbox"/> | Jr. H. | equipment so proper laboratory experiences are |
| <input type="checkbox"/> | Sr. H. | a part of the program. |

Science (continued)

- | | | | |
|-----|--------|-----|-----------------------------------------------------|
| () | Elem. | 10. | Classroom instruction encourages discovery and |
| () | Jr. H. | | develops an understanding appreciation and applica- |
| () | Sr. H. | | tion of scientific principles. |
| | | | |
| () | Elem. | 11. | Adequate audiovisual aid materials are available |
| () | Jr. H. | | to supplement classroom instructional materials. |
| () | Sr. H. | | |
| | | | |
| () | Elem. | 12. | Staff members teach only in their major areas of |
| () | Jr. H. | | preparation. |
| () | Sr. H. | | |
| | | | |
| () | Elem. | 13. | A full year of science is taught in each of the |
| () | Jr. H. | | seventh and eighth grades. |
| () | Sr. H. | | |

Comments

[illegible]

Local Evaluating Committee

Social Studies

Course Title	Grade Level	Enrollment	Sections

- | | | |
|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. The scope and sequence of the social studies curriculum of the school has been developed for the guidance of teachers. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Written course guides are available for the teachers to insure the implementation of the objectives of the curriculum. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. The teachers are assigned in their major area and will qualify in terms of academic preparation. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Some type of inservice training is either provided or supported by the school district. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Texts and other instructional materials reflect current trends and recommendations of research and study groups. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Audiovisual equipment and appropriate teaching materials are provided for the classrooms. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Instructional materials are varied to meet the individual differences of learners and the needs and conditions of the local community. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Criteria and procedure for the selection of materials have been established by a committee composed of classroom teachers and the school librarian. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Social studies teachers cooperate with teachers of other subject areas in correlating related learning. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 10. Provisions are made for the students to devote some time each week to consider basic issues in current affairs in correlation with units currently under study. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Social Studies (continued)

Driver Education

Course Title	Grade Level	Time of Year	Enrollment	Sections

- ☐ 1. One individual charged with the responsibility of coordinating and supervising driver education program.
- ☐ 2. Program is so organized that all eligible students can enroll and receive instruction during regular school year. A summer course may also be considered.
- ☐ 3. Classes are scheduled in the same manner as classes in other subject areas with credit given toward graduation.
- ☐ 4. The school encourages parents to discuss with the instructor the principles of laboratory instruction so that they may supplement the school program by providing for their sons and daughters, of legal driving age, additional practices, and other types of driving difficult for the school to provide.
- ☐ 5. The program provides opportunities for students to study and discuss the basic skills required in driving practices that mark the competent driver, and special skills needed to handle difficult driving problems and to meet emergencies.
- ☐ 6. The program includes driving in urban and suburban traffic, in rural areas, on the highway, expressway, and, where possible, night driving.
- ☐ 7. Driving simulators and/or multiple car driving ranges are provided to enrich and enhance learning.
- ☐ 8. Accident records are kept and reported (regardless of personal injury or amount of damage) involving driver education students and/or vehicles, and a report is made to the Department of Public Instruction.
- ☐ 9. Adequate rooms and facilities are provided for driver education.
- ☐ 10. The instructor(s) must have at least a minor in driver education.
- ☐ 11. Keep individual charged with the responsibility of coordinating and supervising driver education program instructor(s) informed about current developments in teaching driver education by attending workshops, regional meetings, etc.

Driver Education (continued)

- ☐ 12. A written course of study and plans are available as evidence of careful preparation for instruction.
- ☐ 13. Instructional aids and reference materials are provided and used.
- ☐ 14. Commercial supplementary teaching materials are critically reviewed before use.
- ☐ 15. Materials are available from outside media centers.
- ☐ 16. Outcomes of evaluation are used in revising the program and in planning the teaching-learning activities.
- ☐ 17. The school endeavors to evaluate its driver education program in terms of opinions from graduates, parents of present and former students, judges, police officials, motor vehicle administrators, and insurance company officials.
- ☐ 18. Driving instruction is given concurrently with the classroom instruction.
- ☐ 19. Loan and/or lease agreement on use of driver education cars are followed.

Comments

Local Evaluating Committee

Special Education

- | | | |
|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. The Rules of Special Education as published by the Department of Public Instruction are being observed. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Special education provisions are planned and initiated as an integral part of the total well-balanced educational program; the needs of exceptional children are perceived from an over-all point of view. |
| <input type="checkbox"/> | Sr. H. | |
| | | 3. Sequentially structured special education programs include provisions for the following exceptional children at the pre-school, elementary, junior high, secondary, and post-secondary levels: |
| <input type="checkbox"/> | a. | a. Crippled or other health impaired |
| <input type="checkbox"/> | b. | b. Hearing impaired |
| <input type="checkbox"/> | c. | c. Mentally handicapped |
| <input type="checkbox"/> | d. | d. Multiple handicapped |
| <input type="checkbox"/> | e. | e. Socially or emotionally maladjusted |
| <input type="checkbox"/> | f. | f. Specific learning disabilities |
| <input type="checkbox"/> | g. | g. Speech impaired |
| <input type="checkbox"/> | h. | h. Visually impaired |
| <input type="checkbox"/> | Elem. | 4. Facilities, equipment, materials and supplies to carry out assigned responsibilities and functions are adequate and available for use by special education personnel and exceptional children. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Transportation to, from, in, and about the school is available for handicapped children. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Special education personnel are appropriately certified and approved by the State Division of Special Education for the particular position they hold and the functions they perform. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Sufficient and appropriate records and reports to insure continuity and effective program planning are maintained on each pupil in need of or being served through special education. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Special education personnel are provided with office time, clerical assistance, and office space adequate to carry out their assigned responsibilities and functions. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Valid and systematic procedures exist for the continuing identification of children requiring special education. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 10. The public is informed regarding needs and services of special education programs. |
| <input type="checkbox"/> | Sr. H. | |

Special Education (continued)

- ☐ Elem. 11. Special education personnel and teachers work
☐ Sr. H. together in a cooperative and coordinated effort
to insure integration of teaching and the special
education services.

12. If not already employed, the utilization of the
following special education personnel is being
considered:

Special Personnel:

- ☐ a. a. Hearing clinician
☐ b. b. Matrons and teacher aides
☐ c. c. Occupational therapist
☐ d. d. Physical therapist
☐ e. e. School psychologist
☐ f. f. School social worker
☐ g. g. Speech clinician
☐ h. h. Supplemental teacher
☐ i. i. Work-study coordinator
☐ j. j. Work adjustment coordinator
☐ k. k. Hospital and homebound teachers

Special Class, Itinerant or Resource Teachers of:

- ☐ l. l. Emotionally disturbed
☐ m. m. Hearing-handicapped
☐ n. n. Specific learning disabilities
☐ o. o. Mentally retarded, educable
☐ p. p. Mentally retarded, trainable
☐ q. q. Physically handicapped
☐ r. r. Visually handicapped

Administrative, consultant, or supervisory personnel:

- ☐ s. s. Director of special education
☐ t. t. Consultants in any of the above special
areas. The duties and functions of all
special educational personnel are in
accordance with those described in the
Department of Public Instruction's publi-
cation entitled: The Rules of Special
Education Explained.

- ☐ Elem. 13. Programs and services are available during
☐ Sr. H. summer months as well as during the academic
year.

- ☐ Elem. 14. Liaison with agencies providing professional
☐ Sr. H. information and services is established.

Vocational Agricultural Education

Course Title	Grade Level	Enrollment	Sections

I. Physical Facilities

- ☐ 1. Instructional space is sufficient for the variety of classroom, library, laboratory, agricultural mechanics, FFA, adult and young farmer programs. The agricultural mechanics shop provides a minimum of two thousand square feet of space for instructional purposes.
- ☐ 2. Office area and office equipment are provided for consultation and administration.
- ☐ 3. Audiovisual equipment is available, including darkening devices.
- ☐ 4. The vocational agriculture department provides a telephone for use of the instructor in providing administration and supervision of the vocational agriculture program.
- ☐ 5. The classroom provides a minimum area of seven hundred square feet with no less than a minimum width of twenty-four feet.
- ☐ 6. The classroom and shop are adequately equipped, including reference library to provide instruction on the agricultural subjects which are commensurate with the times.
- ☐ 7. There is adequate heating, lighting, and ventilation to provide the proper working situation for students.

II. Instructional Staff

- ☐ 1. The vocational agriculture instructor is properly certified to teach vocational agriculture in Iowa public schools.
- ☐ 2. The vocational agriculture instructor has a satisfactory background in farming, or other agricultural work which will qualify him for his managerial responsibilities in agriculture.
- ☐ 3. The teacher keeps up-to-date in educational agriculture by participating in such activities as summer school courses, inservice training meetings, state conferences, and district teacher meetings.

Vocational Agricultural Education (continued)

- ☐ 4. The teacher observes the principles of professional conduct at all times in his instruction and in his relations with the administration and general public.
- ☐ 5. The teacher devotes adequate time to preparing for and teaching his classes.
- ☐ 6. The vocational agriculture teacher cooperates with other agricultural agencies and organizations in the community.

III. Department Programs and Plans.

- ☐ 1. An annual written program of work is prepared which includes objectives, survey of the community, instructional procedure, and other factors necessary for a sound vocational agriculture program.
- ☐ 2. The program of the department includes objectives, the goals that are making a definite contribution to the agricultural development, and the rural welfare of the community.
- ☐ 3. Evidence is available of careful planning and scheduling for both class instruction and supporting activities.
- ☐ 4. The teacher has a good up-to-date course of study and is following it as evidenced by what he is actually including in the course of study in the students' vocational agriculture notebooks, individual folders, records and plans, books, and other supporting evidence.
- ☐ 5. The vocational agriculture library is up-to-date and has an adequate supply of reference books, bulletins, and visual materials to be used in teaching based upon the course of study. Community resources are being used as aids in teaching.

IV. Organization and Administration

- ☐ 1. Instruction in vocational agriculture is available to the youth of the community who are interested in or concerned with agriculture and to adults now employed or desirous of entering an agricultural occupation.
- ☐ 2. An adequate travel allowance is budgeted to provide proper supervision for day school, adult, and young farmer programs.
- ☐ 3. Opportunities are provided for prospective vocational agriculture students to receive a clear understanding of the purposes and nature of the program before enrollment. The department offers an instructional program for young and adult farmers in the community.

Vocational Agricultural Education (continued)

- ☐ 4. An advisory group assists the teacher in planning and developing the program. The teacher is allowed sufficient time to provide group and individual instruction for high school students, young and adult farmers, including the occupational programs.
- ☐ 5. The high school principal and the superintendent of schools have an understanding of what constitutes a strong vocational agriculture program.
- ☐ 6. The principal and the superintendent believe in vocational education in agriculture and give active support and supervision to make the program successful.
- ☐ 7. Supervised programs of experience are sufficient to provide the student with needed experiences leading toward employment in agricultural occupations.

V. Supervision

- ☐ 1. The teacher's schedule has at least forty hours per month available to be used for supervised farming programs and occupational experience programs. The teacher makes at least four supervised practice visits to each day school student during the year.
- ☐ 2. The supervised farming programs include the adoption of improved practices in home farm improvement projects. The supervised farming program of the student shows progress as evidenced by size, quality, increased net worth, and use of improved practices.

VI. Records and Reports

- ☐ 1. There are adequate up-to-date records on each adult, young farmer, and day student enrolled.
- ☐ 2. Adequate up-to-date records of all official reports prepared by the department, or received by the department, are properly retained, such as preliminary reports, annual reports, young and adult farmer reports, annual FFA reports, and monthly travel reports.
- ☐ 3. The department has on file an up-to-date inventory of the department facilities including books and bulletins, instructional supplies, classroom equipment, shop equipment, and other property of the department or the FFA Chapter.

VII. Evaluation

- ☐ 1. The instructor annually consults with key business people of the community and agricultural leaders to determine the proper direction of the program.

Local Evaluating Committee

Vocational Preparatory Trade and Industrial Education

Course Title	Grade Level	Enrollment	Sections

Vocational preparatory trade and industrial education in high schools having enrollments of five hundred or more students in the tenth, eleventh, and twelfth grades combined should provide classes for those students with the interests, aptitudes, and abilities to learn the skills and related technical knowledge necessary to enter employment in a skilled trade upon graduation. Trade and industrial preparatory courses are offered three hours per day, five days per week, for at least one year in the eleventh or twelfth year. The courses are taught by trade-competent instructors.

- ☐ 1. Equipment reflects that used in industry within the surrounding area.
- ☐ 2. Housekeeping is orderly.
- ☐ 3. Job instruction sheets and reading review sheets are in use and under revision.
- ☐ 4. Adequate use of audio aids.
- ☐ 5. Instructor has refreshed his knowledge of trade he is teaching by gaining additional experience in industry within the last four years.
- ☐ 6. Common introductory projects are used, followed by individual advanced work.
- ☐ 7. Meetings are held with an approved advisory committee at least twice a year for purposes of promoting the program and upgrading the content of the course.
- ☐ 8. Class size is conducive to individualization of instruction.
- ☐ 9. Sufficient work stations are available for the number enrolled in the class.
- ☐ 10. Shop environment is adequate with respect to heating, lighting, fire prevention and protection, exhaust facilities, ventilation, wash facility, and storage. Proper safety precautions are observed at all times.
- ☐ 11. Equipment layout is such that there is adequate space for passage aisles and work areas around machines, as well as efficient equipment layout.

Vocational Preparatory Trade and Industrial Education (continued)

- ☐ 12. The layout of the shop area is such that the instructor has constant surveillance of the entire shop stations at all times.
- ☐ 13. Instructor appearance is professional and neat with necessary protective clothing being worn to reflect involvement in the shop teaching process.
- ☐ 14. Students use protective clothing when necessary.
- ☐ 15. Related instruction classroom or area is available for use when necessary.
- ☐ 16. Sufficient funds are available to provide a quality program.

Comments

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Local Evaluating Committee

Vocational Part-time Cooperative Industrial Education

Course Title	Grade Level	Enrollment	Sections

This program provides occupational training for students in schools, regardless of size. With this program the student works in an industry or shop in the community for at least one-half of the school day. The other half of the school day is spent by the student pursuing academic subjects of which one or two hours is spent in a "related" class taught by the coordinator of the program. This program is offered during the twelfth grade.

ON-THE-JOB PHASE:

- ☐ 1. Training outlines for student-workers are prepared jointly by coordinator and employer and a copy is located in the school file.
- ☐ 2. Coordinator visits employers of student-learners at least once every three weeks.
- ☐ 3. Employers are appraised of the philosophy and objectives of this program.
- ☐ 4. Safety instruction is conducted during the time the student is at work.
- ☐ 5. Employer and coordinator jointly carry on the evaluation of the student.
- ☐ 6. Students are placed in work situations where skill and learning offered will be a challenge to their ability.
- ☐ 7. Screening of students is accomplished during the middle of the second semester so that effective placement can be accomplished during the summer or in September.

RELATED INSTRUCTION PHASE (SCHOOL):

- ☐ 8. Adequate related instruction materials are available for individualization of instruction for each student-learner.
- ☐ 9. Safety instruction is conducted as part of the general and specific related instruction.
- ☐ 10. Presentation of general related instruction is offered at least once weekly.

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C. Elementary Program (kindergarten through grade six) or
(kindergarten through grade eight)

The elementary check list applies to grades kindergarten through grade six when a separate junior high school organization exists. Where grades seven and eight are included in the elementary school, all items will be evaluated including those at the end which apply to grades seven and eight only.

- ☐ 1. Program offerings satisfy the legal requirements as found in Chapter 280, Code of Iowa, and Chapter 275, Code of Iowa (1966).
- ☐ 2. The school provides qualified and sufficient teaching staff to meet the needs of students.
 - ☐ a. The average class size is twenty to twenty-five with no class over 27. (Rate as five or four.)
 - ☐ b. The average class size is twenty-six to thirty with no class over thirty. (Rate as three or two.)
 - ☐ c. The average class size is thirty pupils or more. (Rate as one.)
- 3. Curriculum practices provide:
 - ☐ a. There is continuous development of skills in reading, writing, speaking, and listening in all grades kindergarten through grade six or kindergarten through grade eight.
 - ☐ b. The total working and teaching load of the staff allows time for continuous curriculum study and improvement.
 - ☐ c. Provision is made in school's curriculum to teach library skills to students.
 - ☐ d. Textbooks and teacher guides are replaced or revised at least every five year.
 - ☐ e. Opportunities are provided for the development of courtesies and appreciation of social contacts.
 - ☐ f. Instructional provisions are made to meet the range of needs, abilities, and interests of pupils in each classroom.
 - ☐ g. Enrichment and resource materials to supplement the basic instructional program are available from the media center or central library.

Elementary Program (continued)

- ☐ h. Special teacher or supervisory services for teaching of art, music, health, and physical education are provided.
- ☐ i. There is balance between activities within the classrooms which require pupils to work individually and in groups.
- ☐ j. The principal and/or supervisor provides systematic supervision and evaluation.
- ☐ 3. Time is provided for reporting to parents through such means as conferences, school visitations, and similar procedures.
- ☐ 4. Each teacher's daily schedule provides some time for preparation and planning through the use of special personnel or by released time.
- ☐ 5. The practice is followed of discarding obsolete library books and materials not suited to pupil needs.
- ☐ 6. Dictionaries are supplied in each classroom in quantity so that there is at least one copy for every two pupils in the room.
- ☐ 7. Each classroom above the second grade contains a set of encyclopedia suited to the grade level with a copyright date not over ten years old.

Grades Seven and Eight

- ☐ 1. Program offerings in grades seven and eight satisfy the legal requirements as found in Chapter 280, Code of Iowa and Chapter 257, Code of Iowa, including art, music, reading, and local, state, and national government.
- ☐ 2. The program in fundamental skills begun in the elementary is continued through grades seven and eight in a sequential manner.
- ☐ 3. Pupils of the junior high age are provided with outlets for special talents and interests. "Exploratory" offerings are carried on in a block of weeks or a semester in length.
- ☐ 4. Appropriate use of the resources of the school and community is made such as text and reference material in subject matter areas, field trips, interviews, and speakers.
- ☐ 5. Staff members cooperate with the librarian in the selection and distribution of reading and reference materials.

D. Student Activity Program

General Guidelines

- ☐ 1. The activity program is cooperatively planned by pupils and teachers and is supervised by qualified personnel.
- ☐ 2. It meets the needs and interests and abilities of all pupils in accordance with their individual stages of personal development.
- ☐ 3. It offers opportunities for both individual and group activities.
- ☐ 4. It is an integral part and an outgrowth of the total school curriculum.
- ☐ 5. There is a balance in the program so that a limited number of activities is not perpetuated at the expense of other worthwhile areas of participation.
- ☐ 6. Interscholastic activities do not unreasonably interfere with the regularly scheduled school program.
- ☐ 7. Each activity is continually evaluated to insure proper pupil development (e.g., mental, social, physical, and emotional).

Elementary Guidelines

- ☐ 1. Each elementary child has an opportunity to participate in a wide variety of activities. These may include art, music, play or physical activities, hobbies, dramatics, and projects.
- ☐ 2. The activity is a part of the regular daily schedule.
- ☐ 3. There is balance between in-school and out-of-school activities.
- ☐ 4. Consideration in activity planning is given to camping and outdoor education.
- ☐ 5. There is no program of inter-school competition below the seventh grade.

Student Activity Program (continued)

6. List student activities, other than interscholastic, and rate each:

()	a.	_____
()	b.	_____
()	c.	_____
()	d.	_____
()	e.	_____
()	f.	_____

Junior High Guidelines

- () 1. The junior high pupil needs the opportunity to explore numerous fields of activity. This expression of interest should include art, intramural sports, vocal and instrumental music, hobbies, art and crafts, club work, student government, publications, and a limited social program.
2. List student activities, other than interscholastic, and rate each:

()	a.	_____
()	b.	_____
()	c.	_____
()	d.	_____
()	e.	_____
()	f.	_____

Senior High Guidelines

- () 1. A diversified pupil-activity program is available so that special interests and aptitudes may be expressed.
- () 2. Activities contribute to, and are an extension of the total school program.
- () 3. Opportunities are available in speech and dramatics, music, athletics, intramurals, student government, journalism, club activities, social groups, assemblies and other areas as may be developed under adequate school supervision.

Student Activity Program (continued)

4. List student activities, other than interscholastic, and rate each:

- () a. _____
- () b. _____
- () c. _____
- () d. _____
- () e. _____
- () f. _____

Comments

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Local Evaluating Committee

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E. Instructional Materials -- Library and Audiovisual

Staff

- ☐ 1. The library and materials center services are under the direction of a properly certificated librarian(s). The librarian has training in the preparation and use of audiovisual materials.
- ☐ 2. The instructional materials staff is adequate to serve the needs of the school.
- ☐ 3. Clerical assistance is provided the professional staff.
- ☐ 4. Professional library and audiovisual personnel are adequately supported by technical and/or clerical assistants.
- ☐ 5. The librarian is free to request the purchase of materials and supplies as authorized by the school budget.

Facilities

- ☐ 1. The library or instructional materials center has adequate space for school enrollment, furniture, and equipment for storage and use of all types of materials by individuals, small groups, or classes.
- ☐ 2. The library or instructional materials center provides facilities and equipment for the production of audiovisual materials.
- ☐ 3. The library or instructional materials center provides a professional collection including planning space for teachers.
- ☐ 4. The library or instructional materials center provides adequate work and office space for professional and clerical staff.

Collection

- ☐ 1. A well-chosen, up-to-date collection of printed audiovisual materials is available to serve broad-curricular and personal interests.
- ☐ 2. The collection of books and materials meets the content requirements as specified in Chapter 257, Code of Iowa.
- ☐ 3. The books are indexed by author, title and subject, and classified by the Dewey Decimal System.

Instructional Materials -- Library and Audiovisual (continued)

- () 4. Subject cards for pamphlet and vertical file materials are included in this index or card catalog.
- () 5. Audiovisual materials are properly indexed in this card catalog.

Services

- () 1. Professional library or audiovisual staff and teachers work together to make effective use of the collection and facilities.
- () 2. Formal and informal instruction and guidance is provided students in the use of the collection and facilities.
- () 3. Audiovisual materials preparation services are provided for teachers.
- () 4. Subject bibliographies, special collection of materials, and aid displays are prepared for and with teachers.
- () 5. The librarian and/or audiovisual specialist serves on the teaching materials selection committee.

Comments

Local Evaluating Committee

F. Guidance Services

- ☐ 1. Individual counselor-pupil conferences are conducted. Parents are included in the counseling process.
- ☐ 2. A guidance record for each pupil is maintained in the guidance office (individual inventory).
- ☐ 3. Current educational and occupational information materials are provided and maintained for pupils.
- ☐ 4. An organized testing program is maintained. Test results are used to help pupils and to determine necessary curriculum changes.
- ☐ 5. Guidance facilities which provide for privacy of communication are provided for each counselor.
- ☐ 6. Research, evaluative, and follow-up studies are conducted as needed.
- ☐ 7. Assistance in educational and vocational placement is provided through the guidance program.
- ☐ 8. Scheduled group guidance activities are provided and are based on the assessed needs of the pupils.
- ☐ 9. A program of inservice education is provided to acquaint the entire staff with its responsibilities in carrying out the guidance function.
- ☐ 10. Counselors are free from those administrative or supervisory duties which may impair desirable relations with pupils, teachers, parents, and community personnel.
- ☐ 11. Community resources available to pupils, teachers, and counselors for guidance purposes are known and utilized by the counselor(s).
- ☐ 12. a. The need for guidance services at the elementary level is recognized by the staff. Plans for implementing a program of guidance services at the elementary level are being formulated.
b. An organized program of guidance services at the elementary level is in operation.

Guidance Services (continued)

Comments

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Local Evaluating Committee

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G. Health Services

School health services should be an integral part of each school's educational philosophy. The health services program should be concerned with all aspects of health -- physical, mental, social, and emotional.

- ☐ 1. Provision is made to provide regular health service with the leadership coming from a full-time school nurse.
- ☐ 2. Speech, hearing, vision, and other physical problems of students are checked at least every two years.
- ☐ 3. Teachers are provided with complete information on the health status of all pupils.
- ☐ 4. Up-dated, detailed health records are maintained for all pupils.
- ☐ 5. The health program provides for the identification and prevention of communicable diseases.
- ☐ 6. Adequate facilities and equipment are provided for those concerned with the school health program.
- ☐ 7. School board has adopted written policies outlining specific procedures to be followed in emergency care and sudden illness of students.
- ☐ 8. Teachers, counselors, and nurses work cooperatively in appropriate phases of the school health program.
- ☐ 9. Appropriate materials for administering first aid and treating minor injuries are readily available for science teachers, physical education teachers, shop teachers, and others.
- ☐ 10. Physical surroundings are conducive to a healthful environment, such as: lighting, heat control, ventilation, and custodial care.

Comments

Local Evaluating Committee

V. School Plant

Name of Building

There are a number of major areas which need to be considered when school facilities are evaluated. The more important areas are as follows:

A. Site

- ☐ 1. Each elementary school site contains ten acres plus an additional acre for each one hundred pupils with consideration given to the predicted ultimate maximum enrollment.
- ☐ 2. The site for the junior high contains fifteen acres plus an additional acre for each one hundred pupils over four hundred.
- ☐ 3. The site for the senior high contains thirty acres plus an additional acre for each one hundred pupils in excess of five hundred.
- ☐ 4. Traffic hazards, developed play areas, physical education stations, playground equipment, and landscaping have been given appropriate consideration in the selection and development of school sites.

B. Physical Condition

- ☐ 1. Corridors and stairways are provided with twenty foot-candles of illumination at all times.
- ☐ 2. A continuous handrail at the correct height is provided in each stairwell.
- ☐ 3. Stair treads are of non-slip material.
- ☐ 4. An entry is provided for the physically handicapped.
- ☐ 5. The exterior of buildings is kept in good state of repair, such as: doors, windows, and frames; flashings, gutters, and downspouts; and freedom from defective mortar and structural cracks.

C. Administrative Spaces

- ☐ 1. The head administrator should have adequate office space. (Recommended minimum -- three hundred square feet.) The administrative unit should include general office space, reception room, board room, vault, storage, and workroom.

Administrative Spaces (continued)

- ☐ 2. A well-located private office is available for each principal. (Recommended minimum -- one hundred and eighty square feet.) Related areas should include vault, storage space, workroom, and reception area.
- ☐ 3. Each counselor's office should have privacy and be adequate in size. (Recommended minimum -- one hundred square feet.) A waiting room should be available for students.

D. Regular Classrooms

- ☐ 1. Elementary classrooms meet the minimum requirement of thirty square feet per student. (Recommended minimum -- nine hundred square feet and twenty-eight feet width.)
- ☐ 2. Kindergarten classrooms meet the minimum requirement of forty feet per student. (Recommended minimum -- twelve hundred square feet and twenty-eight feet width.)
- ☐ 3. Each interchangeable high school classroom should contain an area of seven hundred and fifty square feet.
- ☐ 4. Each elementary and secondary classroom should provide a minimum of fifty foot-candles of light at the working level.
- ☐ 5. Elementary and secondary classrooms are provided with movable furniture, electrical outlets, adequate chalkboard, tackboard, and light control for use of audiovisual aids.
- ☐ 6. Each elementary classroom provides for book shelving in the room library, teacher's closet, project counter with sink, and teacher's file. (Book shelving can be minimal if building has a central library.)

E. Special Classrooms

- ☐ 1. Music Rooms
 - ☐ a. Music rooms are located near or adjoining the auditorium or stage. Rooms are in close proximity, and have ready outside access.
 - ☐ b. Storage is provided for instruments, uniforms, and music, and the location is convenient.
 - ☐ c. Floors as well as walls and ceilings are sound absorbent.

Special Classrooms (continued)

- ☐ d. Sixteen square feet per student is provided for vocal and twenty square feet per student for instrumental music, exclusive of storage and practice rooms.

2. Business Education

- ☐ a. Each room in the business education section contains an area of at least one thousand square feet.
- ☐ b. Each room has convenient outlets for electrical machines and is adaptable for audiovisual equipment.
- ☐ c. Each room is provided with a minimum of seventy-five foot-candles of light at the working level.

3. Science

- ☐ a. Science rooms are placed together in a wing permitting the sharing of teaching materials.
- ☐ b. Each room has a minimum of seventy-five foot-candles of light at the working level.
- ☐ c. Each room contains a minimum of one thousand square feet of floor space exclusive of storage (two thousand square feet per room).
- ☐ d. Each room is adaptable for audiovisual education.
- ☐ e. Safety features such as master shut-off controls, fuse or circuit breakers, ventilated chemical rooms, protective eye glasses, and first aid kits are provided.

4. Industrial Arts

- ☐ a. A single-purpose shop contains at least two thousand square feet. A shop serving two or more areas should provide a minimum of three thousand square feet.
- ☐ b. Auxiliary spaces for the shop include storage space for tools, material, projects, and a finishing room.
- ☐ c. Electrical switches and outlets are provided to facilitate the location of power equipment.
- ☐ d. The location permits easy access for delivery of material and is removed from the academic area to isolate noise.

Special Classrooms (continued)

5. Homemaking

- ☐ a. Unit kitchens are provided in sufficient number to accomodate each multiple of four students.
- ☐ b. A clothing area is provided which includes cutting tables, sewing machines, storage space, three-way mirror, dressing booth or screen, etc.
- ☐ c. An all-purpose department contains at least sixteen hundred square feet or in a multi-department each individual room contains nine hundred square feet.
- ☐ d. The homemaking suite includes a living area, display case, bulletin boards, and the like.

6. Instructional Materials Center

- ☐ a. See criteria under audiovisual and library services.
- ☐ b. The center is located centrally for efficient distribution of equipment and materials.
- ☐ c. Shelving for book storage is not closer than four inches from the floor and the top shelf is not more than seven feet from the floor.
- ☐ d. Both natural and artifical illumination is provided. A minimum of fifty foot-candles of light is provided.

F. Special Areas

1. Cafeteria

- ☐ a. It is located at one end of the building where odors do not permeate classrooms.
- ☐ b. There is direct access to the dining room from the corridors and convenient access to the outside.
- ☐ c. Facilities are designed so traffic in and out of service and eating areas moves smoothly without congestion and interference.
- ☐ d. The kitchen area is one and one-half square feet per meal served with a minimum of three hundred square feet. The dining area has provided ten square feet per pupil seated with a minimum area of twelve hundred and fifty square feet.

Special Areas (continued)

- ☐ e. Store rooms are rodent and vermin free, well-lighted, ventilated, and protected from theft. Convenient enclosed shelving and hanging space are provided for dishes and cooking utensils. Facilities for storage of milk and frozen foods are provided.
- ☐ f. Toilet, washroom, and locker space are provided near the kitchen for the employees.
- ☐ g. The cafeteria provides for: (1) all utilities as gas, electricity, water, and sewer; (2) sanitizing devices for washing and sterilizing; (3) sanitary storage facilities; (4) twenty foot-candles of light; (5) good ventilation; and (6) screens for windows and doors.

2. Multi-Purpose Room

- ☐ a. The room has a minimum floor size of forty by sixty feet with a ceiling height of at least sixteen feet.
- ☐ b. Lighting is equivalent to thirty foot-candles evenly distributed.
- ☐ c. The multi-purpose facilities are located on the ground level, accessible to pupils and the public, and free from all obstructions as pilasters and radiators. Shower facilities and equipment storage for boys and girls are provided.

3. Gymnasium

- ☐ a. The facility provides for the physical education needs of boys and girls equally well as for interscholastic games.
- ☐ b. The minimum size of the playing floor is fifty by eighty-four feet with a ceiling height of at least twenty feet.
- ☐ c. The gymnasium area provides for: separate locker and shower rooms for boys and girls, locker facilities, towel and equipment storage, equipment drying area, instructor's office with shower and locker, dressing and shower facilities for visiting team, toilet facilities, and first aid room.

G. Heating and Ventilation

- ☐ 1. The heating system adequately maintains the proper temperatures in all rooms and areas of each building.

7. Heating and Ventilation (continued)

- ☐ 2. A mechanical ventilation system provides for introduction of fresh air and recommended air changes in all parts of the building.
- ☐ 3. Toilet and locker room ventilation is independent of the rest of the building.

H. Electrical

- ☐ 1. The main service panel is located so as to prevent access from unauthorized persons. All branch panels in corridors or elsewhere are of the flush type and are provided with locks.
- ☐ 2. Switches are provided at all entrances to spaces in the building and are placed on the knob side of the door entrance.

I. Sanitary Facilities

- ☐ 1. A safe and adequate water supply is provided for each building.
- ☐ 2. Toilet room accessories such as waste containers, mirrors, hand drying facilities, soap dispensers, and the like are provided.
- ☐ 3. Warm water is provided in all lavatories and with automatic temperature controls.
- ☐ 4. Drinking fountains are provided in the ratio of one to seventy-five pupils with a minimum of one on each floor.
- ☐ 5. Lavatories are provided in the ratio of one to sixty in each toilet room.
- ☐ 6. Water closets are provided in the ratio of one to thirty-five for girls and a ratio of one to sixty for boys. A minimum of one urinal for each thirty boys is provided.

Comments

Local Evaluating Committee

